

5-19-1993

## CWU Faculty Senate Minutes - 05/19/1993

Sue Tirotta

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Presiding Officer: Barney Erickson  
Recording Secretary: Sue Tirotta

Meeting was called to order at 3:10 p.m.

#### ROLL CALL

Senators: All Senators or their Alternates were present except Hansen, Nelson and Relan.  
Visitors: David Gee, Roger Fouts, Ken Gamon, Connie Roberts, Gerald Stacy, Ross Byrd, David Anderson, Peggy Steward, Anne Denman, Don Cummings, Pat Davis, Connie Nott, Courtney Jones and Mary Marcy.

#### CHANGES TO AGENDA

-Delete President's report.  
-Move Academic Affairs Committee report to directly after report of Vice President for Business and Financial Affairs.  
-Delay report on Assessment and Program Evaluation until June 2, 1993, Faculty Senate meeting.

#### APPROVAL OF MINUTES

Minutes of the May 5, 1993, have not yet been distributed.

#### COMMUNICATIONS

-4/14/93 memo from James Pappas, Dean of Academic Services, regarding Cooperative Education Proposal. Referred to Senate Curriculum Committee.  
-4/26/93 letter from Cheryl McKernan, Director of Academic Skills Center, regarding impact of budget reductions on ASC. Referred to Executive Committee.  
-4/29/93 memo from Dolores Osborn, Chair of the Senate Academic Affairs Committee, regarding Theatre Arts deletions from General Education Program. See Academic Affairs Committee report below.  
-4/29/93 memo from Dolores Osborn, Chair of the Senate Academic Affairs Committee, regarding proposed addition of HOFN 245 (Basic Nutrition) to General Education Program. Referred to Executive Committee.

#### REPORTS

##### 1. CHAIR

-Chair Erickson reported that all Strategic Planning material that has been received is now available for review at the Library Reserve Desk and in Bouillon 260A.  
-Provost Don Schliesman will be taking several weeks of vacation between now and June 30. According to established procedure, during the absence of the Provost, the Dean of Graduate Studies and Research will perform the duties of the position of Provost.  
-Chair Erickson reported that academic discussion and decision making is increasingly taking place during the summer months, and it is necessary for the Faculty Senate Chair to attend meetings and represent the interests of the faculty. The Senate Executive Committee has therefore requested compensation for the Faculty Senate Chair during the nine weeks of Summer Session, and this has been approved by the President and Provost. The Senate Chair will be compensated at 1/9th the regular academic year salary of the faculty member elected to the position.

##### 2. CHIMPANZEE AND HUMAN COMMUNICATION INSTITUTE (CHCI)

CHCI Director Roger Fouts reported that the chimpanzees have been moved into the new CHCI facility. Open houses will be conducted from 11:00 a.m. to 1:00 p.m. on June 3 (students), June 4 (faculty and staff), June 5 (community) and on June 12 after Commencement ceremonies.

Dr. Fouts reported that the old primate lab was located on the third floor of the Psychology Building for 13 years, with about 300 square feet of cages connected by tunnels and a maximum height of 7 feet. He explained that the new facility was requested because the structural integrity of the Psychology Building was becoming compromised by the primate lab and its attendant moisture on the third floor, and the well-being of the chimpanzees was increasingly difficult to maintain in the cramped, artificial space. In contrast, the new structure contains 7,000 square feet of area for the chimps, with 5,000 of this as an outdoor mesh enclosure, and a maximum height of 32 feet. Dr. Fouts stated that structural sound-proofing and physical separation of visitors from the chimps allow both primates and people to be more comfortable, and the chimps are already beginning to exhibit "new" behaviors, such as climbing, that they have been unable to express heretofore.

**2. CHIMPANZEE AND HUMAN COMMUNICATION INSTITUTE (CHCI), continued**

Last year, the Governor approved \$90,000 in basic support for the operation, and C.W.U. requested \$200,000 this year for full operating expenses, but this has not been approved. The university has allowed \$1,000-\$2,000 per year for feeding and caring for the chimps, but this has been insufficient for the labor-intensive operation. Dr. Fouts reported that the primate lab has been limited by physical constraints to serving about 18 students per quarter, but the new facility will be opened to many more students as well as to classes in departments other than Psychology. The facility will eventually move toward self-support as educational workshops are developed and offered. Dr. Fouts cautioned that the facility is not a zoo but primarily a vehicle to teach undergraduate and graduate research.

Senators asked how the CHCI facility was originally funded and questioned how the university could justify approval of the building without funding the attendant operating costs. Dr. Fouts explained that CHCI was submitted as a specific university capital request, with a \$600,000 supplemental appropriation contingent on the university raising \$150,000 in private, matching funds. Graduate Dean Gerald Stacy stated that the university has set aside about \$30,000 for operating costs this year, and CHCI has just received approval of an \$18,000 grant. It is hoped that additional grants and private fund raising will make up the minimum of \$90,000 required for personnel compensation and other operating expenses.

Anne Denman, Chair of the Anthropology Department, stated that the primate lab research in sign language is internationally recognized and the work of CHCI will "put Central on the map." She strongly encouraged faculty in all disciplines to make use of the opportunities presented through CHCI.

**3. DIRECTOR OF GOVERNMENTAL RELATIONS**

Director of Governmental Relations Mary Marcy reported that Governor Lowry has not yet vetoed any of the bills concerning higher education that were passed by the legislature, but a bill sponsored by Jim Jesernig may be in jeopardy of veto. This is the bill that would call for a workload component to be inserted into each biennial budget, and Dr. Marcy explained that it could benefit higher education if approved. Signatures are being collected for two initiatives that may appear on a November ballot: 1) Initiative #601 would limit state spending via a formula based on current spending, population and the rate of inflation; and 2) Initiative #602 would roll back the taxes recently approved by the legislature to balance the 1993-95 biennial budget. Dr. Marcy stated that Initiative #601 might severely limit new state projects, and the Republican party generally supports it; Republican support is split on Initiative #602, which could translate into an additional \$100 million in higher education cuts if approved in November.

**4. VICE PRESIDENT FOR BUSINESS AND FINANCIAL AFFAIRS**

Vice President for Business and Financial Affairs Courtney Jones reported that C.W.U. fared somewhat better in the final state budget than its sister schools and the community colleges. He attributed this largely to Central's strong emphasis on increasing student access, which was also a high priority on the legislature's agenda. The enrollment increase granted worked in Central's favor, as it is a relatively smaller university, and the enrollment funding add-back was both proportionately higher than for other schools and fully funded for the regional universities. The limitations on state travel imposed late in the legislative session impacted Central less than other schools because it has historically spent less in this area than other state colleges and universities. He explained that although Central showed an actual increase in ERL (Essential Requirements Level) dollars, a \$3.8 million efficiency cut must still be absorbed. Central requested from the legislative leadership maximum flexibility in responding to these budgetary constraints. As a result, a series of guidelines in addressing the cuts have been provided in the operating budget, with three additional provisos calling for funding of assessment, minority recruitment and retention, and Graduate Assistant Health Insurance benefits.

Vice President Jones stressed that the efficiency cut is so large that all areas of the university will be affected. An "augmented University Budget Advisory Committee" was therefore convened, consisting of the regular Budget Advisory Committee (Provost/VP for Academic Affairs, VP for Business/Financial Affairs, VP for Student Affairs, Special Assistant to the President, Faculty Senate Chair) and all Principal Budget Administrators (deans, vice presidents, President, chair of the Senate Budget Committee, etc.). The augmented Committee reviewed in open meeting the information on prioritizing cuts that was submitted in the Strategic Plan and in the recent "budget call." All items were put on the table for discussion in the initial session,

4. VICE PRESIDENT FOR BUSINESS AND FINANCIAL AFFAIRS, continued

but a second session focused on the three schools, with the condition that cuts be sustained only at a level that would not negatively impact enrollments. A third meeting concluded that target enrollment should consist of current enrollment in all areas plus the 215 FTE new enrollments provided by the legislature. A draft, balanced operating budget was produced as a result of these meetings, and Vice President Jones briefed the Board of Trustees on it at the May 14, 1993, Board meeting in Edmonds. The Board has asked for further information on the draft operating budget in advance of their regular meeting on June 11, 1993, where they will consider all university budgets for 1993-94 (including General Education, Associated Students of Central, etc.). A special meeting of the Board will be arranged to discuss policy issues and the budgets to be presented on June 11, 1993. Vice President Jones emphasized that the budgetary process is not yet complete, and he plans to draft an advisory document for President Nelson based on the deliberations of the augmented Budget Advisory Committee.

A Senator asked when non-tenure-track faculty can expect to receive their contracts for next year. Dean of Graduate Studies Gerald Stacy, acting in the absence of the Provost, replied that he did not know, but he promised to speak with President Nelson regarding it. It was pointed out that the Faculty Code was modified in 1992 to eliminate mandatory notice each March regarding temporary contracts, and the Code now reads "Every effort will be made to notify individuals in such full-time positions [non-tenure-track ranked position, lecturers, coaches and athletic directors] in writing three months prior to expiration of the contract of intent to renew the contract. [Faculty Code section 4.74.A.2.]" Dean Stacy remarked that funding to hire faculty to teach new students appears strong, and Vice President Jones concurred that the budget situation is not nearly as negative as it was in 1981-83, primarily because the university has had more time to prepare and more flexibility in making budgetary decisions. The Vice President warned that cuts will be most painful and disproportionate in support areas, but primary areas (i.e., instruction) will be maintained. When questioned regarding the status of the Provost's and President's proposals for administrative cuts and reorganization, the Vice President stated that no final decisions have been made, but their ideas have been incorporated in the budget discussions. The Vice President pointed out that those developing budgets at the state level consider all non-classified support staff and professional employees as well as certain groups of faculty, such as librarians, to be "administrators." He reminded the Senate that there will be no salary adjustments for faculty during the next biennium, and step increases will be approved only for classified staff earning less than \$45,000.

Vice President Jones reported that the capital budget has been more generously funded. Over \$58 million was approved for a new science facility that will provide new equipment and wet labs for Biology, Chemistry and Science Education as well as laboratories and space for Physics. He pointed out that, although the science facility was funded at lower than the amount requested and will have to be altered somewhat to stay within funding levels, it is probably the largest single capital appropriation in Central's history. He added that there are valid concerns about the restrictions placed on new science equipment monies, as the legislature is at this point reluctant to fund short-lived equipment through bonded debt. About \$1 million was provided for "computing infrastructure," which will provide relief to the operating budget while allowing for replacement of obsolete equipment and expansion of technology. Several minor works projects were approved, including Flight Technology modulars that will allow Central to complete the match for a federal grant for flight simulators, the Washington Higher Education Telecommunication System (WHETS) connection between Central and Wenatchee classrooms and which may also be extended to the W.S.U. facility in Yakima, and renovation of Black Hall.

Senators criticized as being poorly timed and extravagant the \$240,000 renovation of the President's residence approved by the Board of Trustees on May 14, 1993. Vice President Jones explained that the upgrading of the President's house would be funded through a minor capital budget account rather than through the operating budget. The "063" fund for capital projects is supported from a portion of student tuition fees (\$25 per student/quarter) as well as income from the Normal School Trust Fund. When asked if the renovation were presented to the legislature as a line item request in Central's budget, the Vice President replied that this project was approved under the "emergent capital fund" portion of the minor capital budget and was not under consideration at the time Central submitted its budget to the legislature last summer. Central's "063" fund contains \$16 million (18% of the total capital budget) for 1993-95, and the "emergent capital fund" contains \$275,000 for the

**4. VICE PRESIDENT FOR BUSINESS AND FINANCIAL AFFAIRS, continued**

biennium. The Vice President stated that an estimate of work on the house and attached university reception center was requested by the Board and completed by Central's architectural staff, and the list of specific repairs and upgrades and their cost was presented to the Board for consideration. Senator Charles McGehee, who served on the Search Committee for the President, stated that all of the recent candidates for President who were invited to visit the campus complained about the poor condition of the President's residence. It was pointed out that \$35,000 was allocated in 1992 for minor repairs and renovation when the new President moved into the house. The Vice President indicated that no bids on the project have yet been solicited from outside contractors, and concerns regarding the renovation of the President's house should most appropriately be directed to the Board of Trustees.

**5. ACADEMIC AFFAIRS COMMITTEE****GENERAL EDUCATION PROGRAM - PROPOSED DELETIONS (THEATRE ARTS):**

**\*MOTION NO. 2907** Peter Burkholder moved the deletion of the TH 363.1, TH 363.2 and TH 363.3 [History of Theatre; American Theatre History] courses from the Arts and Humanities Breadth requirement of the General Education Program [effective Fall 1993].

**RATIONALE:** The General Education Committee and the Theatre Arts Department are in agreement with the requested elimination of the three Theatre Arts courses and encourage a "yes" vote on the motion.

**MOTION NO. 2907** passed.

\* \* \* \* \*

**GENERAL EDUCATION PROGRAM - PROPOSED ADDITION (HOFN 245 -BASIC NUTRITION):**

Senator Peter Burkholder explained that the General Education Committee recommended that HOFN 245 (Basic Nutrition) be listed as a General Education option in the Biological Sciences section of the Natural Sciences and Mathematics Breadth requirements. The General Education Committee specified that it would recommend the addition of HOFN 245 as a 3-credit course but would expect to have to examine the course again if it were to be expanded to a 5-credit course.

After lengthy discussion, the Academic Affairs Committee agreed not to present HOFN 245 as an addition to the General Education Program. Dr. David Gee and Dr. Ethan Bergman of the Department of Home Economics, Family and Consumer Studies presented information about the course before the Academic Affairs Committee. In addition, Dr. David Lygre, Chemistry, was asked to speak about his perceptions of the General Education Program science requirements and specifically the addition of this course to the course options in science. A course outline and a letter supporting the request were sent to the members of the Committee by Dr. David Gee. The consensus of the Committee was that a General Education course should cover basic fundamentals in the scientific method with presentation of applications as needed to teach the method, and the proposed HOFN 245 course primarily teaches applications with the scientific method required to understand the applications.

Senator Burkholder stated that he would present the motion printed on the Senate's agenda by the Executive Committee in order to stimulate discussion on the issue, but he cautioned that the wording of the motion was not that of the Senate Academic Affairs Committee:

**\*MOTION NO. 2908** Peter Burkholder moved denial of the General Education Committee's recommendation that HOFN 245 (Basic Nutrition) be added to the Natural Sciences and Mathematics Breadth portion of the General Education Program.

Senator Burkholder presented an expanded rationale for not recommending that HOFN 245 be added to the General Education Program. He explained that he had summarized the text of the rationale from the discussions of the Academic Affairs Committee:

**RATIONALE:**

- 1) We have not been assured that the course always would be taught by faculty with the excellent qualifications of Professors Gee and Bergman. In these

5. ACADEMIC AFFAIRS COMMITTEE, continued

- days of shrinking budgets, we fear that if the course should become very popular, sections of it might be taught by less qualified and lower paid persons who might allow it to become superficial.
- 2) We note in the catalog that the course is a prerequisite for many advanced Nutrition courses in the Departments' curriculum. But it is not clear that this course can perform this function well and also be an excellent General Education course designed for a broad university population.
  - 3) We recognize that nutrition is a respectable science. However, we are deeply concerned about its transparently derivative, cognitive status. One cannot understand it well without understanding various background sciences. This is not for historical reasons, but for conceptual reasons. We are especially distressed by the fact that many of our current Biological Sciences area courses are in these background sciences: Biology itself, Zoology, Physiology, Evolution, Genetics, Ecology, even Botany must be listed since many people eat nothing but plants. Students are required to take a minimum of only 4 credits in this specific breadth area. So the committee feels they should be encouraged to take a relatively non-derivative course which would give them a firm base from which to explore numerous derivative areas.
  - 4) The committee is concerned that Basic Nutrition is only a 3 credit course. If it had been designed as a 5 credit course, it could have given the students a much better grasp of the subject. As it is, we fear that it might be vulnerable to the dictum that "a little learning is a dangerous thing." The science of critical thinking tells us that if we draw conclusions from premises which we don't understand very well, we risk error and illusion. Would students who take an isolated, 3 credit Nutrition course in which there is not enough time to digest the content be well armed to resist the blandishments of the newest vitamin catalog or the nearest health food store? We suspect not.
  - 5) It makes little sense to add courses to our current General Education curriculum, which already overflows with courses. Especially not during this time in which we are conversing seriously about General Education, considering the possibility of dismantling our current Program and redoing it altogether. Perhaps no courses should be added for the duration of this discussion.

**\*MOTION NO. 2909** Owen Pratz moved and Eric Roth seconded a motion to table **MOTION NO. 2908**.

Senator Pratz stated that the negatively oriented text of **MOTION NO. 2908** is confusing and implies that, if the motion were approved, HOFN 245 would never be eligible for addition to the General Education Program. Senator Charles McGehee explained that **MOTION NO. 2908** was recommended for discussion purposes because the Senate Executive Committee believes that the Academic Affairs Committee should not summarily dismiss a recommendation made by the General Education Committee. It was suggested that the motion could be restated in a more positive form.

Vote was held on **MOTION NO. 2909**. Motion passed.

**\*MOTION NO. 2910** Owen Pratz moved and Erlice Killorn seconded a motion that HOFN 245 (Basic Nutrition) be added to the Natural Sciences and Mathematics Breadth portion of the General Education Program [effective Fall 1993].

David Gee, Chair of the Department of Home Economics, Family and Consumer Studies, defended the addition of HOFN 245 to the General Education Program, and he distributed a summary of the course components and a list of other universities that are using a general nutrition course to meet general education requirements. In response to questions from Senators, Dr. Gee stated that HOFN 245 has no prerequisites and requires only the knowledge of basic biology and chemistry covered in high school. He added that HOFN 245 encourages critical thinking on contemporary issues, and about five sections per year are now being offered, with 30-90 students enrolled in each section. Senators questioned whether critical thinking skills could be taught within the limitations of a 3 credit course. Dr. Gee speculated that, if demand for the course increases, more sections would not be added, but the course could be expanded to 5 credits.

Senators criticized the rationale of the Academic Affairs Committee, stating that many General Education courses are now being taught by non-tenured faculty, and



5. ACADEMIC AFFAIRS COMMITTEE, continued  
they questioned the validity of "a little knowledge" being dangerous. General Education Committee members Don Cummings and David Anderson explained that HOFN 245 was first considered by the General Education Committee about three years ago, and it was initially tabled because major changes in the General Education Program seemed imminent at that time. On reconsideration the next year, it was approved by the General Education Committee, but the proposal was misplaced during the reorganization of the Dean of Undergraduate Studies office. When the General Education Committee's reporting responsibilities changed to the Dean of the College of Letters, Arts and Sciences, HOFN 245 was again reconsidered by the General Education Committee in Fall 1992, and the Committee reaffirmed its earlier recommendation to add it to the General Education Program.

Vote was held on **MOTION NO. 2910**. Motion passed.

6. BUDGET COMMITTEE  
No report

7. CODE COMMITTEE  
No report

8. CURRICULUM COMMITTEE  
Steve Olson reported that in response to concerns expressed at the May 5, 1993, Faculty Senate meeting regarding availability of background material on curriculum items to be considered and voted on by the Faculty Senate, the Faculty Senate Curriculum Committee (FSCC) recommends that a synopsis of background material be placed (one time only) on the Faculty Senate's agenda for review by Senators and Department Chairs. Extended information on proposed changes will be available in the Provost's Office. Senate discussion of curriculum proposals will be invited at the meeting for which the agenda is distributed, but final discussion (if any) and the vote to adopt or reject proposals will be delayed until the subsequent Senate meeting.

A synopsis of the Fashion Merchandising Minor Program Addition and the Personal Computer Applications Minor Program Addition were presented on the agenda for vote by the Faculty Senate on June 2, 1993.

9. PERSONNEL COMMITTEE  
Personnel Committee chair Libby Street entertained discussion on the Salary Adjustment Proposal distributed at the May 5, 1993, Faculty Senate meeting. She explained that the proposal will be scheduled for a vote by the Faculty Senate at its June 2, 1993, meeting.

Senators commented that implementation of the proposal could lead to a multi-step salary scale with numerous salary gradations within each step. They expressed concern that legislative funding for "merit awards" is uncertain from year to year, and the amount of the incremental adjustment could vary substantially, rewarding some faculty disproportionately due to the year in which they received an award. Senators commented that, although it is obvious how much work has gone into the proposal over the past few years, it is a complicated proposal, and there are no guarantees that the faculty would be more satisfied with the proposed system than the one currently in place. Libby Street stated that the current merit award process is viewed as capricious and based upon "false negatives," with many worthy faculty being unrewarded. Senators asked what would happen when even more people were added to the "merit list," further dissipating the funds available to reward merit. Dr. Street stated that the proposed system could deteriorate unless objective criteria are firmly established against group standards.

#### ADJOURNMENT

Meeting adjourned at 5:30 p.m.

\* \* \* \* \* NEXT REGULAR FACULTY SENATE MEETING: June 2, 1993 \* \* \* \* \*

**FACULTY SENATE REGULAR MEETING**  
**3:10 p.m., Wednesday, May 19, 1993**  
**SUB 204-205**

**I. ROLL CALL**

**II. CHANGES TO AGENDA**

**III. APPROVAL OF MINUTES: May 5, 1993**

**IV. COMMUNICATIONS**

-4/14/93 memo from James Pappas, Dean of Academic Services, re. Cooperative Education Proposal. Referred to Senate Curriculum Committee.

-4/26/93 letter from Cheryl McKernan, Director of Academic Skills Center, re. impact of budget reductions on ASC. Referred to Executive Committee.

-4/29/93 memo from Dolores Osborn, Chair of the Senate Academic Affairs Committee, re. Theatre Arts deletions from General Education Program. See Academic Affairs Committee report below.

-4/29/93 memo from Dolores Osborn, Chair of the Senate Academic Affairs Committee, re. proposed addition of HOFN 245 (Basic Nutrition) to General Education Program. Referred to Executive Committee.

**V. REPORTS**

**1. CHAIR**

-Chimpanzee and Human Communication Institute (CHCI): Roger Fouts

-NOTE: All Strategic Planning material that has been received is now available for review at the Library Reference Desk and in Bouillon 260A.

**2. PRESIDENT**

**3. DIRECTOR OF GOVERNMENTAL RELATIONS - Mary Marcy**

**4. VICE PRESIDENT FOR BUSINESS AND FINANCIAL AFFAIRS - Courtney Jones**

**5. ASSESSMENT AND PROGRAM EVALUATION - Connie Roberts**

**6. ACADEMIC AFFAIRS COMMITTEE**

-General Education Program (see attached motions)

**7. BUDGET COMMITTEE**

**8. CODE COMMITTEE**

**9. CURRICULUM COMMITTEE**

-See attached Program Addition proposals

**10. PERSONNEL COMMITTEE**

-Salary Adjustment Proposal (distributed at 5/5/93 Senate meeting) - Discussion of Proposal [scheduled to be voted on at June 2, 1993 Faculty Senate meeting]

**VI. OLD BUSINESS**

**VII. NEW BUSINESS**

-Forum for Discussion - Continuity of Senate Leadership (see attached)

**VIII. ADJOURNMENT**

**\*\*\* NEXT REGULAR FACULTY SENATE MEETING: June 2, 1993 \*\*\***



**ACADEMIC AFFAIRS COMMITTEE**

**GENERAL EDUCATION PROGRAM - PROPOSED DELETIONS (THEATRE ARTS):**

**MOTION:**               The Faculty Senate Academic Affairs Committee moves the deletion of the TH 363.1, TH 363.2 and TH 363.3 [History of Theatre; American Theatre History] courses from the Arts and Humanities Breadth requirement of the General Education Program.

**RATIONALE:**           The General Education Committee is in agreement with the requested elimination of the three Theatre Arts courses and, therefore, encourages a "yes" vote on the motion.

In response to the request of the Senate, the Academic Affairs Committee contacted Wesley Van Tassel, Chair of the Theatre Arts Department, regarding the elimination of TH 363.1, 363.2, and 363.3 from the list of courses that satisfy the Arts and Humanities Breadth requirement of the General Education Program. Dr. Van Tassel and the Dean of the College of Letters, Arts and Sciences, Donald Cummings, both approved of the elimination of these courses from the General Education Program because 1) the sequence was not selected by students as part of their general education program and 2) the Theatre Arts Department requested that the courses be eliminated.

**GENERAL EDUCATION PROGRAM - PROPOSED ADDITION (HOFN 245 - BASIC NUTRITION):**

**MOTION:**               The Faculty Senate Academic Affairs Committee moves denial of the General Education Committee's recommendation that HOFN 245 (Basic Nutrition) be added to the Natural Sciences and Mathematics Breadth portion of the General Education Program.

**LETTER** from Don Cummings, Dean of CLAS and Chair of the General Education Committee, to the Faculty Senate (12/4/92):

"We [General Education Committee] ... discussed HOFN 245: The committee reaffirmed its recommendation that it be listed as a General Education option -- as a 3-credit course. They would expect to have to examine the course again if it were to be expanded to a 5-credit course."

**MEMORANDUM** from Dolores Osborn, Chair, Academic Affairs Committee, to Faculty Senate Executive Committee (4/29/93):

"The proposed addition of HOFN 245, Basic Nutrition, to the General Education Program was considered by the Academic Affairs Committee at length. After those discussions, the Committee agreed not to present HOFN 245 as an addition to the General Education Program as a course option in the Biological Sciences section of the Natural Sciences and Mathematics Breadth requirements.

Dr. David Gee and Dr. Ethan Bergman of the Department of Home Economics, Family and Consumer Studies presented information about the course before the Committee. In addition, Dr. David Lygre, Chemistry, was asked to speak about his perceptions of the General Education Program science requirements and specifically the addition of this course to the course options in science.

In addition to the appearance of these three individuals before the Committee, a course outline and a letter supporting the request was sent to the members of the Committee by Dr. David Gee.

The consensus of the Committee was that a General Education course should cover basic fundamentals in the scientific method with presentation of applications as needed to teach the method. The proposed HOFN 245 course primarily teaches applications with the scientific method required to understand the applications."

**CURRICULUM COMMITTEE**

In response to concerns expressed at the May 5, 1993, Faculty Senate meeting regarding availability of background material on curriculum items to be considered and voted on by the Faculty Senate, the FSCC recommends that a synopsis of background material be placed (one time only) on the Faculty Senate's agenda for review by Senators and Department Chairs. Extended information on proposed changes will be available in the Provost's Office. Senate discussion of curriculum proposals will be invited at the meeting for which the agenda is distributed, but final discussion (if any) and the vote to adopt or reject proposals will be delayed until the subsequent Senate meeting.

[See Curriculum proposals on reverse side of this page] - for vote by Senate on June 2, 1993.

\* \* \* \* \*

**NEW BUSINESS**

**FORUM FOR DISCUSSION ON CONTINUITY OF FACULTY SENATE LEADERSHIP**

**University Governance Final Report (August 1992):**

**Continuity**

Continuity of Senate leadership is also a problem. The current term of the Senate Chair is one year and it virtually takes one year to learn the job. As a result, the Chair is often inadequately informed and, consequently, less effective in representing the faculty in situations requiring a comprehensive understanding of university governance.

- XI.4) The Senate should investigate alternatives for providing better preparation and continuity for the Chair's position. The Senate Chair might be elected for a two-year term and a Chair-elect might be designated to serve one year on the Executive Committee before actually taking office.
- XI.5) Departments should continue to receive funding to replace the Senate Chair, and this practice should be institutionalized in the Faculty Code.
- XI.6) The Senate Chair should be retained and receive compensation for service during the summer.



Proposed

Personal Computer Applications Minor

A program designed for students who wish to develop microcomputer applications competencies applicable to a variety of careers. Several of the elective courses have prerequisites. Please check with the appropriate department representative if upper division electives show prerequisites in the catalog.

Required Courses	Credits
ADOM 202, Microcomputer Applications	3
ADOM 304, Word Processing	2
ADOM 352, Management of PC Hard Disks and DOS Commands	3
ADOM 358, Spreadsheet Applications	3
ADOM 368, Database Applications	3
ADOM 388, Microcomputer Business Graphics	3
	17
Select at least 8 credits from the following:	
ACCT 455, Accounting Information Systems	5
ADOM 305, Advanced Word Processing	2
ADOM 389, Desktop Publishing	3
ADOM 452, Telecommunications and Microcomputer Network Applications	5
CPSC 110, Fundamentals of Computer Science I	4
CPSC 462, Computer Methods for Social Sciences OR	4
PSY 462, Computer Methods for Social Sciences	4
OMIS 386, MIS: Data and Technology	5
OMIS 410, Computer Applications in Operations and Research	5
SOC 464, Applied Data Analysis	3
Total -	25

PROGRAM AS PROPOSED:

Fashion Merchandising Minor

Minimum Core

#HOCT 150 Clothing Construction I . . . . .	3
*HOCT 180 Introduction to Fashion Merchandising OR	
ME 180 Introduction to Fashion Merchandising	2
*HOCT 353 Apparel Evaluation . . . . .	3
HOCT 355 Consumer Textiles . . . . .	4
ADOM 201 Introduction to Business . . . . .	3
ADOM 202B Microcomputer Applications . . . . .	3
ME 340 Principles of Selling . . . . .	4
ME 367 Retail Management . . . . .	5
	27

\* New Course

# Change to existing class

DEPARTMENT(s) OF Home Ec--Family & Consumer Studies DATE INITIATED 10/15/92  
ID Business Education & Administrative Management

Program as it will appear in catalog. Use back of form. Star all new course additions and submit appropriate forms.

Justification for addition: Student request for designated courses to give them a minor or emphasis in Fashion Merchandising. Students could use this designated minor to help in securing employment.

Specify impact on departmental load; initial enrollments and optimal:  
Minimal impact on department load since courses are already being taught. The increased enrollments (anticipated at 10-15 students) can be accommodated in present sections of courses.

Specify impact on instructional costs:  
None

Space needs; office, classroom, laboratory, etc.  
None

If it is intended that this proposal will be followed by related proposals, specify the proposed additions. Use back of form.

Specify any unique time elements involved in completing this program. (It is presumed that a major can be completed in 6 quarters of upper division work and that a master's degree can be acquired in a minimum of 3 quarters.)  
None

If this program is an interdisciplinary program, which departments are involved?  
Business Education

- Justification for addition:  
The general purpose is to formalize what is already occurring. Many School of Business graduates are taking many or most of our microcomputer classes as free electives. School of Business department chairs believe it would strengthen students' marketability upon graduation if they can specify such a minor in their application materials.
- Specify impact on departmental load, initial enrollments and optimal enrollments:  
There should not be any significant increase in enrollments in the required classes. Multiple sections of ADOM 202 and 304 are now offered each quarter. ADOM 358 and 368 are being offered twice a year and ADOM 352 and 388 are offered once a year. In addition, several are offered during summer session.
- Specify impact on instructional costs:  
No impact. Only a maximum number of students can enroll in each lab class, and no additional sections are planned.
- Space needs; office, classroom, laboratory, etc.  
No impact. Limited capability until we get back into Shaw Snyser next year. Then, there should be no problems.
- If it is intended that this proposal will be followed by related proposals, specify the proposed additions. Use back of form.  
No
- Specify any unique time elements involved in completing this program. (It is presumed that a major can be completed in 6 quarters of upper division work and that a master's degree can be acquired in a minimum of 3 quarters.)  
None
- If this program is an interdisciplinary program, which departments are involved?  
Courses from several other departments are listed as electives. In each case, the department chair has agreed to that inclusion.

☒ Bruce BAGAMERY☒ Linda BEATH☒ Andrea BOWMAN☒ John BRANGWIN☒ Peter BURKHOLDER☒ Robert CARBAUGH☒ David CARNS☒ Ken CORY☒ Bobby CUMMINGS☒ Barry DONAHUE☒ Barney ERICKSON☒ Ed GOLDEN☒ Ken HAMMOND☐ Russ HANSEN☒ Kris HENRY☒ Erlice KILLORN☒ Charles MCGEHEE☒ Deborah MEDLAR☐ Ivory NELSON☒ Sidney NESSELROAD☒ Vince NETHERY☒ Steve OLSON☒ Patrick OWENS☐ Rob PERKINS☒ Jim PONZETTI☒ Owen PRATZ☒ Dan RAMSDELL☐ Anju RELAN☒ Don RINGE☒ Dieter ROMBOY☒ Sharon ROSELL☒ Eric ROTH☒ Stephanie STEIN☒ Alan TAYLOR☒ Thomas THELEN☒ Rex WIRTH☐ Thomas YEH☒ Mark ZETTERBERG☐ Hugh SPALL☐ Dan FENNERTY☐ Madalon LALLEY☐ John UTZINGER☐ David HEDRICK☐ Walt KAMINSKI☐ Margaret SAHLSTRAND☐ George TOWN☐ Ken GAMON☐ Connie NOTT☐ Morris UEBELACKER☐ Michael OLIVERO☐ Patricia MAGUIRE☐ David KAUFMAN☐ Gary HEESACKER☐ Don SCHLIESMAN☐ Andrew SPENCER☐ Stephen JEFFERIES☐ Cathy BERTELSON☐ Ethan BERGMAN☐ Jim GREEN☐ Beverly HECKART☐ Sylvia SEVERN☐ Robert BENTLEY☐ Stella MORENO☐ Roger YU☐ Geoffrey BOERS☐ Stephen SCHEPMAN☐ Robert GARRETT☐ John CARR☒ Jerry HOGAN☐ Wesley VAN TASSEL

May 19, 1993

Date

**VISITOR SIGN-IN SHEET**

David Gee  
Roger L. Fouts  
Ken Munn  
Connie Roberts  
Peggy Steward - Univ. Relations  
Anne Denman - Author  
D.W. Cumming - CLAS  
Pat Davis - Academic Services  
Bonnie Watt  
Courtney S. Jones  
Mary Mary - Govt. Relations

Please sign your name and return sheet to Faculty Senate secretary directly after the meeting. Thank you.

RECEIVED

APR 30 1993

OWU FACULTY SENATE

**TO:** Faculty Senate Executive Committee

**FROM:** Dolores J. Osborn, Chair *DO*  
Faculty Senate Academic Affairs Committee  
For the Committee

**DATE:** April 29, 1993

**SUBJECT:** General Education Proposed Deletions--Theatre Arts

The Faculty Senate Academic Affairs Committee moves the deletion of the TH 363.1, TH 363.2, and TH 363.3 [History of Theatre; American Theatre History] courses from the Arts and Humanities Breadth requirement of the General Education Program.

The Committee is in agreement with the requested elimination of the three Theatre Arts courses and, therefore, encourages a "yes" vote on the motion.

#### **Rationale**

In response to the request of the Senate, the Academic Affairs Committee did contact Wes Van Tassel, Chair of the Theatre Arts Department regarding the elimination of TH 363.1, 363.2, and 363.3 from the list of courses that satisfy the Arts and Humanities Breadth requirement of the General Education Program. Dr. Van Tassel and the Dean of the Colleges of Letters, Arts, and Sciences, Donald Cummings, both approved of the elimination of these courses from the General Education Program because (1) the sequence was not selected by students as part of their general education program and (2) the Theatre Arts Department requested that the courses be eliminated.

7C



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APR 30 1993

CNU FACULTY SENATE

TO: Faculty Senate Executive Committee  
FROM: Dolores J. Osborn, Chair *DO*  
Faculty Senate Academic Affairs Committee

DATE: April 29, 1993

SUBJECT: General Education Proposed Addition--HOFN 245

The proposed addition of HOFN 245, Basic Nutrition, to the General Education Program was considered by the Academic Affairs Committee at length. After those discussions, the Committee agreed not to present HOFN 245 as an addition to the General Education Program as a course option in the Biological Sciences section of the Natural Sciences and Mathematics Breadth requirements.

Dr. David Gee and Dr. Ethan Bergman of the Department of Home Economics, Family and Consumer Studies presented information about the course before the Committee. In addition, Dr. David Lygre, Chemistry, was asked to speak about his perceptions of the General Education Program science requirements and specifically the addition of this course to the course options in science.

In addition to the appearance of these three individuals before the Committee, a course outline and a letter supporting the request was sent to the members of the Committee by Dr. David Gee.

The consensus of the Committee was that a General Education course should cover basic fundamentals in the scientific method with presentation of applications as needed to teach the method. The proposed HOFN 245 course primarily teaches applications with the scientific method required to understand the applications.

Central  
Washington  
University



Academic Skills Center  
Ellensburg, Washington 98926  
(509) 963-1834

April 26, 1993

RECEIVED

APR 29 1993

CWU FACULTY SENATE

Faculty Senate  
Bouillon Hall, Room 240  
CWU Campus

Dear and not so dear senators:

I have learned in my several years in the Academic Skills Center not to base my judgement of self worth on the approval of faculty members. Although many are supportive and others tolerant, there are always some faculty who feel that, as a remedy for ignorance, the Skills Center deals with the wrong sort, those from the wrong side of the tracks in academia. Dr. Robert Dean was perhaps the most vociferous attacker; the state has already paid for students to learn the basics; the state shouldn't subsidize this instruction again. (In a more flippant moment, I might suggest this as a solution to our national health care problem. If people aren't cured with the first treatment, make them step aside, a euphemism for die, and let the healthy benefit from our wonderful country.)

The argument remains the same; there should be a limit to the money spent by the state on a person's education. During the days of healthy budgets, we worry less about those expenditures that go against our principles. But in the days of tight funds, we become more severe in our scrutiny and criticism. I agree that ideally students who attend college or university should not need help in basic skills, but that ideal is just that, an ideal. In fact, many students need assistance; some need more, some only a little. What will happen if that help isn't available?

Among the many options are that students with poor skills not be admitted to Central or that students with poor skills be given the grades that reflect those skills. Either they don't come, or they leave quickly. Both of those outcomes cost jobs. Actually if those options were exercised state wide, perhaps we could close up one (or more) of the six state institutions. Maybe we'd get that prison which as been rumored for years. Another option is to lower standards; it has actually been done at some institutions. But there are still other choices.

7B

Instead of denying admission to students who need help, perhaps we should exclude those who don't need help. After all, even the Great Books come with directions. I maintain that if all students could read well, there would be no need for the state to pay any of us. Students would only need authors, publishers, librarians, and booksellers. The state then could fulfill its responsibility by maintaining libraries. The good authors would make it on their own. Maybe, therefore, we should be happy that students aren't able or don't want to work on their own. Of course not all faculty approve of acknowledging independent learning as one can see by the course challenge list. Wouldn't it really save the state money if the taxpayers didn't have to pay at all for some students to learn? Perhaps as state taxpayers, we all should be aiming at releasing from our clutches the students who can learn on their own. Scholars should be writing books, workbooks, etcetera that would allow learning. The state could hire the best lecturers to make video or audio tapes of lectures. State money could then be spent on a K-12 program that turns out independent learners. With so much media available, we needn't rely on the traditions that existed when books were scarce and other media not yet invented.

Of course if we want students who need help learning so that we might continue on in our state subsidized positions, at least, let us not become too self-righteous about how many times the state pays to have its citizens taught. Remember that the good students don't need any of us. And as much as I like my job, I have to remind myself that the state doesn't owe me a living either.

Sincerely,



CHERYL MCKERNAN

Director, Academic Skills Center

tsm

pc: Senate Budget Committee  
Senate Chair  
James G. Pappas, Dean of Academic Services  
Ivory Nelson, President

Central  
Washington  
University



Faculty Senate

Bouillon 240  
Ellensburg, Washington 98926

(509) 963-3231

TO: **FACULTY SENATE CURRICULUM COMMITTEE:**

Wolfgang Franz, Economics (CHAIR)  
Steven Olson, English  
Wesley Van Tassel, Theatre Arts  
Tim Yoxtheimer, IET  
Deloris Johns, HPER  
Dale LeFevre, Education  
Karen Adamson, Accounting  
Wayne Fairburn, Business Administration  
Richard Waddle, Library  
Kris Henry, ASCWU/BOD

FROM: Barney Erickson, Chair  
Faculty Senate

DATE: May 3, 1993

RE: Cooperative Education Policy Statement

Please review the attached proposal titled "Cooperative Education Policy Statement." The FSCC need not deal with the proposed Faculty Code changes that accompany the material; review of the Code proposal will be assigned to next year's Code Committee.

This proposed Policy Statement has been reviewed, edited and approved by the Undergraduate Council, Graduate Council and Deans' Council, as well as various department chairs. It has made its way through the system very slowly, and Cooperative Education Director Tom Broberg would like to see it brought before the Faculty Senate for a vote before the end of this academic year if at all possible. If approved, the policy would become effective with the 1994-96 university catalog. Tom Broberg would be happy to meet with the FSCC to discuss the proposal, if you would like him to do so.

Sections 1.2.C. and 1.2.G. of the proposal would require changes in existing practice as prescribed by the "Curriculum Planning and Procedures" guide (CPPG):

Proposed Change

1.2 C. Cooperative Education courses are numbered 290, 490 and 590. Credits are variable 1-5 for 290, 1-12 for 490, and 1-8 for 590 level courses.

Existing Policy

CPPG 14.a. Credits and Numbering: The courses will be numbered 290, 490, and/or 590. Credits are variable, 1-5 for 290's, 1-15 for 490's and 1-12 for 590's with one credit requiring 30 clock hours (or more, depending on option) of on-the-job educational work...

7A

Proposed Change

- 1.2 G. The student may reenroll in a Cooperative Education course, but, in no case will a student be allowed to count more than 10 credits at the 290 level nor more than 20 total credits toward graduation requirements. No more than 10 credits are accepted in transfer. No more than 8 credits may be applied to a graduate degree.

Existing Policy

- CPPG 14.h. CFE's shall occur only within a student's major or minor areas of study. Furthermore, it is the prerogative of individual departments to place additional restrictions on cooperative education courses within their disciplines to those included herein. In no case shall a student be allowed to count more than 30 cooperative education credits toward his degree requirements, including those earned as 290 credits, 490 credits and transfer field experience credits, from all departments and programs combined...

The proposal may also necessitate other changes in the "Curriculum Planning and Procedures" guide; please refer to the section of the CPPG on Cooperative Education that is enclosed for your information.

If the FSCC approves this policy proposal and would like the Faculty Senate to vote on it before the end of this academic year, it should submit its recommendation to the Faculty Senate Executive Committee by the following deadline date(s):

Tuesday, May 11, 1993 [for vote at May 19 Faculty Senate meeting] or  
Tuesday, May 25, 1993 [for vote at June 2 Faculty Senate meeting].

c: Tom Broberg, Director, Cooperative Education

Central  
Washington  
University




Academic Services  
Office of the Registrar

Mitchell Hall  
Ellensburg, Washington 98926-7561

(509) 963-3001

TO: Barney Erickson  
Chair of Faculty Senate

FROM: James G. Pappas   
Dean of Academic Services

DATE: April 14, 1993

RE: Cooperative Education Proposal

The Provost with the recommendation of the Deans' Council recommends that the two attached proposals entitled, "Cooperative Education Policy Statement" and "Recommendation to Change the Faculty Code" be sent to the Faculty Senate for action.

These two proposals were presented to the Graduate and Undergraduate Council in 1992 and were approved with minor changes. These proposals have also been discussed with numerous department chairs and most recently at Deans' Council.

I recommend the Faculty Senate take action to approve them. These changes are long overdue. Tom Broberg and I will be pleased to discuss both proposals.

Attachments



## **Proposal to Change the Faculty Code for Determining Contact-Hour Loads**

In the past faculty have not been compensated or rewarded for their involvement in supervising/coordinating cooperative education field experiences during the regular academic quarters (fall, winter, spring). In discussions and interviews with a notable number of department chairs, it is the general feeling that the Faculty Code does not cover supervision/coordination for cooperative education/contracted field experiences and that section 7:20, B., 1., a., (3) of the Faculty Code was written exclusively for student teaching/field experiences supervision in the Education Department.

A good number of Chairs also feel that the formula in section 7:20 of the Faculty Code is too liberal for awarding contact hour load credit to faculty for cooperative education/contracted field experience. The proposed addition to the Faculty Code would provide a more equitable formula for the individual effort that is needed for a faculty member to perform each of these activities. The following is a proposed addition to the Faculty Code in the General Employment Conditions section, 7:20 B., 1., a., (page 27) to read:

Add:

(4) Cooperative Education/Contracted Field Experience Supervision. Faculty Co-op Supervisor - 1 contact hour = 2 full-time students.

Change (4) to:

(5) Individual study supervision . . .

This formula is compatible with the formula that exists for determining contracts for faculty effort in supervision/coordination of cooperative education/contracted field experience during the Summer Session.

## COOPERATIVE EDUCATION POLICY STATEMENT

Proposed New - 1993

### 1.0 Introduction:

The Cooperative Education Program is an educational plan designed to integrate classroom study with planned, supervised, and evaluated field experience linking academic programs with students' career goals and interests. It offers undergraduate and graduate students a unique opportunity to combine career, social, and personal growth with the educational process. Additionally, it can provide them the opportunity to gain career entry opportunities, research experience related to project and/or thesis topics, and financial assistance.

Cooperative Education has a profound effect on the way learning takes place because it is interactive and reinforcing. Academic studies and field experiences connect to produce an overall learning environment that gives relevance to students' educational programs and direction to their career development. Students ascribe new value to what is learned in the classroom because, either in principle or practice, they are applying it to the test of a real job. The added ingredient for learning is experience.

### 1.1 Qualifying Parameters For Student Participation:

The following are the University's minimum requirements (departments may have additional requirements) for student participation:

- A. The student is enrolled and pursuing a degree at Central Washington University.
- B. The student is in good academic standing.
- C. The field experience is directly related to the student's major field of study and/or career goal.
- D. The student has completed the appropriate prerequisite courses and possess the skills and knowledge required for placement in a suitable level of field experience as determined by the student's department.
- E. The student must have a departmental faculty cooperative education (co-op) advisor for enrollment in a Cooperative Education course.
- F. The student's field experience is a practical position where the student is actively engaged in hands-on learning, and not just observing.

### 1.2 Program Enrollment:

- A. The student must complete a formal learning agreement with a learning plan that contains relevant objectives and activities. The agreement form constitutes a field study plan that includes a description of academic requirements such as: term paper/project(s), assigned readings, research project/thesis, progress reports, final report, etc. The Learning Agreement must be endorsed by the employer/supervisor, the student, the faculty co-op advisor, department chair, and the Director of Cooperative Education.
- B. The student must submit a completed Cooperative Education Learning Agreement form to the Cooperative Education Center to complete the registration process for enrollment in the Cooperative Education course.
- C. Cooperative Education courses are numbered 290, 490 and 590. Credits are variable 1-5 for 290, 1-12 for 490, and 1-8 for 590 level courses.
- D. A freshmen student should complete at least 45 credits at CWU prior to enrolling in the Cooperative Education course. A transfer student should complete at least 15 credits.
- E. The student should complete a minimum of 90 total credit hours with 10 or more credits in his/her major to be eligible for enrollment in the 490 level course. Departments may have additional requirements for this level of experience.
- F. A student who desires a career exploration experience, or who has not declared a major, is limited to enrolling for the Cooperative Education course at the 290 level.
- G. The student may reenroll in a Cooperative Education course, but, in no case will a student be allowed to count more than 10 credits at the 290 level nor more than 20 total credits toward graduation requirements. No more than 10 credits are accepted in transfer. No more than 8 credits may be applied to a graduate degree.
- H. Cooperative Education courses may be repeated if field experience learning objectives and activities are distinctly different from previous work or field experiences.

### 1.3 Awarding of Credits:

- A. Cooperative Education credits are to be awarded on the basis of quality, magnitude, and the level of learning (learning plan, relevant objectives and activities) that takes place during the field experience.

- B. For university standardization practice, credits are awarded using a minimum of 40 or more clock hours of approved field experience for each credit earned. Clock hours will include time spent to complete the work phase and the academic phase (term paper/ project(s), journal or log, progress reports, assigned readings, final report, etc.) of the field experience.
- C. An appropriate means for evaluation (progress reports, performance evaluations, final reports, etc.) of the learning is established between the student, the employer, and the faculty co-op advisor.
- D. The student will be awarded a letter grade                      for the Cooperative Education course.
- E. If the field experience is terminated by the employer or academic department, the student will not receive credit.
- F. Credits will not be given for prior field, internship, cooperative education, or work-study experience.

1.4 Student Supervision and Coordination:

- A. Daily supervision of the student is to be provided by the cooperating company/agency work supervisor, who will be identified prior to the field experience.
- B. Cooperative Education courses shall be under the direct guidance, direction, and coordination of a faculty co-op advisor, as part of the regular teaching load. The faculty co-op advisor is available to the student in the field. The faculty advisor arranges and coordinates visitations/ contacts with the employer/supervisor and the student a minimum of twice each quarter. The faculty co-op advisor keeps a file on each student's work (term papers/project(s), final report, etc.) with his/her department office.
- C. Credit for faculty load shall comply with faculty code, Part 4, Section 7.20, B, 1, a, (3) of the current (1988) code.
- D. The Cooperative Education Center is an academic support service which facilitates the advising of students in the placement and cooperative education process, the development and sharing of employment information to students among departments; marketing the program; maintaining program direction; sustaining quality control for the program; conducting program research, assessment, and evaluation; and providing training and development opportunities for faculty co-op advisors and staff.

- E. The Cooperative Education Center staff is available for field visitations/contacts when suitable faculty representation is not available or upon request of the faculty co-op advisor or department chair.

#### 1.5 Student Placement Process:

- A. The placement process is intended to be a real-life job seeking experience for the student, including competition for positions.
- B. Students may propose their own placement to the faculty co-op advisor. The faculty co-op advisor determines the suitability of the placement with a given employer for Cooperative Education course credit.
- C. The placement process must conform to affirmative action and EEO/Title IX/ADA guidelines.

#### 1.6 Position Descriptions For Field Experience:

The cooperating employer/agency must agree to provide a written description of field experience tasks, identify a field supervisor and submit his/her qualifications to the appropriate university department and the Cooperative Education Center prior to the approval of the Learning Agreement.

#### 1.7 Student Compensation:

- A. Paid field experience positions are sought where possible and practicable.
- B. Unpaid positions may be used but are limited to the equivalent of working full-time for one quarter (approximately 400 hours).
- C. Students should not be put in a position where they are exploited as a source of cheap labor, replace or are in direct competition with regular employees.
- D. Participation in Cooperative Education unpaid experiences should not become an undue financial burden for the student or be a cause of the student withdrawing from the University for financial reasons.

#### 1.8 Program Evaluation:

The Cooperative Education Program is subject to periodic review and assessment, completed at least once every five years. Routine review of evaluations from employers, faculty, and students occurs on a quarterly basis along with a continuous review of field placement sites.

### **13. Seminars**

Seminars (-99) are courses in which students meet to report on and discuss their readings on research under the direction of and with the participation of the instructor. An outline of the proposed seminar should be prepared by the instructor and must be approved in the same manner as outlined above for special topics courses.

After final approval, the course may be offered for a period of three years. At the end of this period, the department will be requested to indicate continuation or deletion of the course. A list of those courses which departments wish to continue for another three year period will be circulated by the Dean of Undergraduate Studies or the Dean of Graduate Studies and Research to all departments and deans for a two week review period. Departments or deans with questions concerning the continuation of a course may review the course proposals on file in the appropriate Dean's office. Such an offering will usually not be introduced into the catalog as an identified regular course.

### **14. Cooperative Education**

- a. **Credits and Numbering:** The courses will be numbered 290, 490, and/or 590. Credits are variable, 1-5 for 290's, 1-15 for 490's and 1-12 for 590's with one credit requiring 30 clock hours (or more, depending on option) of on-the-job educational work (including library research, supervised work, individual projects, etc.). Contracted Field Experience (CFE) courses may be repeated only when the course content is distinctly different. Credit will not be given for prior experience. If the assignment is terminated by the agency, the student will receive no credit.
- b. The University shall recognize two primary forms of CFE's: "Intern" CFE's and "Co-op" CFE's. Internships are more intensively structured and more closely supervised for achieving learning objectives in a briefer time frame (30 hours per credit) and typically involve a single placement. Co-op CFE's seek equivalent learning benefits per credit but are designed to better accommodate employers' needs and require longer placements (50 hours or more per credit). The intent of the Co-op Program is to involve students in a series of CFE's alternated with in-class work starting as early as the end of the freshman year and including a total of 52 full-time equivalent weeks of work experience. However, individual students, such as transfer students, may be allowed to participate in a reduced portion of the full Co-op plan for a proportionately reduced number of credits. In addition, an internship may also be incorporated in a student's Co-op plan under these guidelines.
- c. **Initiation and planning of a cooperative education study:** Enrollment in cooperative education courses is the student's responsibility. The student should be adequately prepared for the cooperative education study and it should be clear that the study is consistent with the student's program and will make a direct contribution to it. The student must have a cooperative education course agreement form completed and approved by a qualified faculty member, agency supervisor, appropriate chair and dean. The form constitutes a study plan and must include a description of readings or research, dates of periodic reports, nature of planned conferences with supervisor, and the nature of the final report and/or examination. The outside agency shall cooperate with the supervising faculty member in planning the objectives and procedures of a cooperative education course. (continued)



**14. Cooperative Education, continued**

- d. **Costs and/or pay:** Any costs to the University or cooperating agency must be identified. Such costs may include travel and per diem for supervision, released faculty time, student wages, etc. The student shall not be put in a position where he is either in competition with regular employees or a source of cheap labor to the outside agency, rather, the objective shall be to provide the student with as widely varied an experience as is feasible.
- e. **Supervision:** Field courses shall be under the direct supervision of the approving faculty member as part of the regular teaching load, who should be easily available to the student in the field. Supervision of the field experience should be shared by the University and the cooperating agency. The agency's supervisor must be identified prior to approval of the experience.
- f. **Evaluation:** Appropriate means of evaluation will be established between the student and faculty supervisor. The outside agency shall aid the supervising faculty member in evaluating the student's experience. The supervising faculty member will file a written report on each student's work, together with an S or U grade, with the department office.
- g. **The outside agency:** In addition to other responsibilities, the cooperating agency must agree to the written description of field experience tasks, identify supervisor(s) and submit supervisor's qualifications to the appropriate University department.
- h. **CFE's shall occur only within a student's major or minor area of study. Furthermore, it is the prerogative of individual departments to place additional restrictions on cooperative education courses within their disciplines to those included herein. In no case shall a student be allowed to count more than 30 cooperative education credits toward his degree requirements, including those earned as 290 credits, 490 credits and transfer field experience credits, from all departments and programs combined. The following guidelines represent the maximum allowable cooperative education credits which may be counted within the required credits of those areas of study:**
  - 1. Within a minor, no more than 5 cooperative education credits.
  - 2. Within a 45-credit major, no more than 10 cooperative education credits.
  - 3. Within a 60-credit major, no more than 20 cooperative education credits.
  - 4. Within a 75-credit major, no more than 30 cooperative education credits.
- i. **Credits for Internship CFE's alone should be restricted to a maximum of fifteen (15) credits in a baccalaureate degree program. Any additional cooperative education credit should be allowed only by participating in a Co-op plan.**
- j. **The minimum requirements recommended for a student to enroll in a CFE shall be:**
  - 1. At least 10 course credits completed within the student's major (or minor) before enrolling in a 290 course in the major (or minor).
  - 2. At least 15 (preferably 20) course credits completed within the student's major (or minor) before enrolling in a 490 course in the major (or minor), exclusive of previous cooperative education credits in the area. (continued)

**14. Cooperative Education, continued**

- k. Lower division (290) cooperative education courses should be allowed on a 1-5 credit basis, with permission for re-enrollment to a maximum total of ten (10) credits. This same guideline should apply to transfer of work experience credit from community colleges, except where other direct inter-institutional transfer agreements exist, and also to enrollment in Interdisciplinary Studies 290.
- l. Because educational advantage occurs when CFE's are alternated with related course work, continuous involvement in full-time CFE's shall not exceed fifteen (15) credits in any case without being alternated with at least twelve (12) credits of in-class coursework.
- m. Generally students should plan CFE's to occur before the last quarter prior to graduation. Otherwise, the CFE conflicts with the premise that the CFE program is integrally incorporated into the University's academic program.

**15. Professional Development courses**

Professional Development (500) course proposals will have the following catalog description:

DEPT 500. Professional Development (1-5). Development topics and issues for inservice and continuing education of professionals. Not applicable to degrees nor institutional requirements for endorsements or teaching certificates offered through the University.

The appropriate department prefix and department need for the courses will be established prior to catalog entry through the curriculum process. Grading (S/U or letter grades) will be determined at the time of content approval. There is no limit on the number of times such a course may be offered. Each offering will have its own title and transcript entry which will appear as: DEPT 500. PD: (title). Credits. Once the "500" number has been approved as a catalog entry for a department, subsequent Professional Development courses within that department will follow the approval process given above for Special Topics (-98) course proposals; however, new content requests may be offered concurrently with the review period.

**16. Master's Level courses**

Master's Thesis, Project Study and/or Examination (700) course proposals will have the following catalog description:

DEPT 700. Master's Thesis, Project Study and/or Examination (1-6). Prerequisite, permission of chair of student's graduate faculty supervisory committee. Designed to credit and record supervised study for the master's thesis, non-thesis project, studio project, public recital, and/or examination. Grade will be either S or U. May be repeated for credit."

**HOFW 245 - BASIC NUTRITION**

FALL 1992

TF 10-10:50

Instructor: David Gee, PhD, CN

Office: 100 Michaelson

Office Hours: by appointment (963-2366, Shirley)

drop in: MWF 2-3PM

Graduate Teaching Assistant: Donna Parsons, 228 Michaelson,  
963-1377

Required Textbook: Contemporary Nutrition: Issues and Insights. By  
Wardlaw, Insel, & Seyler. 1992. Mosby.

Grading: Exam 1 (Fri, Oct 9) 100  
Exam 2 (Fri, Nov 6) 100  
Exam 3 (Wed, Nov 25) 100  
Final Comprehensive Exam 100  
(Mon, Dec 7, 8-10)  
Nutritional Analysis Assig. 100

90% - 100% = A grades  
80% - 89% = B grades  
65% - 79% = C grades  
55% - 64% = D grades  
less than 55% = F

**Extra Credit: Nutrition Study Groups**

To encourage students to study together in groups, study groups of 3 to 5 students can be formed. How the study group functions is decided upon by its members. Extra credit is based upon how the group as a whole performs on each exam. If the average score is between 65% and 79% (C grade), then each member of that group receives an additional 1% to each of their scores for that exam. If the average score is between 80% and 89% (B grade) then each member receives an additional 3%. If the average score is between 90% and 100% (A grade), the each member receives an additional 4%. No extra credit is awarded if the average score is less than 65%. Groups must be registered with the instructor by Wednesday, Sept 30 (names and student numbers on a 3x5 card). Group composition cannot be changed after that date.

**Nutritional Analysis Assignments**

1. A detailed and accurate three day record to be analyzed using the modified Nutritionist III software provided with the textbook. Caloric intake (an indicator of accuracy of the diet record) must be within 70%-130% of suggested value to be acceptable. Exceptions with written justification will be accepted. Your three day record must include one weekend day and two week days. Remember, a high degree of reliability and accuracy in this assignment is to your benefit, not mine. Diet record and print out of analysis is due Wednesday, Oct 7.

2. Estimation of the dietary risk contribution towards coronary heart disease. Due Wednesday Oct 21.

3. Evaluation of energy intake, expenditure, body composition and body weight. Due Wednesday Nov 4.

4. Evaluation of vitamin, mineral and fiber intake. Due Wednesday November 18.

**COURSE OUTLINE**

WEEK	TOPIC	READING
Sept 21	Nutrients and Nutritional Standards Classification of Nutrients Nutritional Standards Recommended Dietary Allowances Nutritional Guidelines US Surgeon Generals Report USDA Dietary Guidelines Food Pyramid American Heart Association	1 & 2
Sept 28	The Carbohydrates: Sugar, Starch, Glycogen and Dietary Fiber Monosaccharides - Glucose, Fructose, Galactose Disaccharides - Sucrose, Lactose Lactose Intolerance Polysaccharides - Amylose/amylopectin, Glycogen Dietary Fiber Structure Physiological Effects Potential Health Benefits Dietary Recommendations	6
Oct 5	"	
Oct 12	The Lipids: Fats and Oils Triglycerides & Fatty Acids Saturated & Unsaturated Fats Essential Fatty Acids Omega-3 & -6 Fatty Acids functions Phospholipids Structure and function Sterols/Cholesterol Structure and function Lipoprotein metabolism Dietary Lipids and Coronary Heart Disease Diet and Cancer	7

Oct 19

Oct 26 The Proteins and Amino Acids  
Protein Structure and function  
Amino Acid structure and function  
Essential amino acids  
Protein Quality  
Recommended Dietary Allowance  
Protein and athletes

Nov 2 Energy Balance, Weight Control 11

and Physical Activity  
Definition of Calories  
Direct Calorimetry  
Indirect Calorimetry  
Metabolic Energy Content of Foods  
Obesity - pathology & health risks  
treatment  
balanced hypocaloric diet plans  
very low calorie diets  
surgical methods, etc.

Nov 9 " 12

Nov 16 Vitamins 9

Fat Soluble Vitamins  
Functions  
Deficiency symptoms  
Dietary Sources  
Toxicity  
Water Soluble Vitamins  
Functions  
Deficiency symptoms  
Dietary Sources  
Toxicity

Nov 23 Minerals and Water 10

Major Minerals  
Microminerals  
Function  
Deficiency symptoms  
Dietary Sources  
Toxicity  
Water  
Function  
Water Balance

Nov 30 Review (catch up)

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The American Institute of Nutrition and the American Institute of Clinical Nutrition are full participating scientific societies in the most prestigious organization of experimental research biologists in the United States, The Federation of American Societies for Experimental Biology.

Other participating scientific societies include:

- The American Society for Biochemistry and Molecular Biology
- The American Association of Immunologists
- The American Society for Cell Biology
- The American Physiological Society
- The American Society for Pharmacology and Experimental Therapeutics
- The American Society for Investigative Pathology

A significant number of universities across the United States have a course in general nutrition which can be used to meet general education requirements, primarily to meet natural science requirements. Some of these universities include:

- The University of California at Davis
- Colorado State University
- Florida State University
- Illinois State University
- University of Kentucky
- Framingham State University
- Tufts University
- Central Michigan University
- Montana State University
- University of Nebraska at Kearney
- Syracuse University
- University of North Carolina - Chapel Hill
- University of North Carolina - Greensboro
- Ohio University
- The Pennsylvania State University
- Clemson University
- South Dakota State University
- University of Tennessee at Chattanooga
- Washington State University
- University of Washington
- West Virginia University
- University of Wisconsin - Green Bay



MEMORANDUM

DATE: May 19, 1993  
TO: Faculty Senators  
FROM: Rex Wirth  
RE: Senate Personnel Committee Proposal on Salary Adjustments

PROPOSED CHANGES AND ADDITIONS:

Assumptions

7. Even though the level of funding from the legislature varies greatly, the proposed regime is designed to avoid the demoralizing effects that have resulted in the past. This proposal ...
8. Since the discriminatory effects of past regimes are still reflected in individual placement on the existing salary scale which will be the basis of the proposed regime, the Provost should undertake an equity study and when money becomes available an equity adjustment should be made. With a fair start the proposed system should eliminate future need in the area of equity adjustments.
9. Promotion with a fair scale can become a matter of professional status not money. Obviously a Level 2 increment would accompany such an honor but with a fair system contribution is rewarded as it occurs not in periodic bursts.
10. There will no longer be a need for the Faculty Senate to make annual allocation decisions (a major source of divisiveness and discrimination). Scale adjustments can be driven by the contribution regime and will be automatic. Monitoring and formal action required to maintain the system in operation will remain the responsibility of the Faculty Senate.

Proposals

12. The dollar amount of the annual salary adjustment shall be determined by dividing the total amount available by the number of individuals eligible for level one plus an additional award for each person who qualifies for level two.

13. Since the amount varies from year to year, historically from less than one percent to over ten percent, it is necessary to create intermediate increments between the 3% steps on the salary scale. Increments of .5% should be sufficient to meet all contingencies.
14. Each qualifying individual will receive as many .5% increments as can be covered by the annual allocation.

In a bad year with less than 1% increase individual contribution could only be rewarded with one or two intermediate increments, but in a good year with a 10% increase recipients could expect to receive 3 full steps on the scale. In this way the proposed regime will automatically compensate for fluctuations in the state's fortunes and the legislature's mood. Everyone who is making a contribution will share the burdens in bad times and the bounty when times are good.

15. Since salary adjustments are awarded in equal fixed dollar amounts, those at the lower end of the pay scale will be eligible for more .5% increments than those at the top of the scale.

In this way the progress of new and junior faculty will be automatically rewarded in accordance with their performance and progress up the scale will become a reliable guide in the area of tenure and promotions.

16. The new regime is intended to remedy the flaws of the past, but it will not be able to do so unless it is allowed to work. The old logic of limiting the size of the merit pool in favor of scale adjustment must be replaced with a new mechanism for limiting the scale adjustments so that movement on the scale is the real measure of career progress and so that salary adjustment for contribution is the driving force of the compensation system.

One way this can be done is by allowing the contribution mechanism to push the salary scale upward. As the cost of living rises the lower rungs of the salary ladder become and remain vacant because qualified people can no longer be hired at yesterdays starting pay. As this occurs steps should be removed from the bottom and added to the top of the scale. This type of automatic adjustment will reflect both inflation and the budgetary situation of the state and will permit everyone to continue to be rewarded on the basis of contribution throughout his or her career.